

**The Virginia Department of Education
and
The State Council for Higher Education in Virginia**

**ESTABLISHING A
GOVERNOR'S CAREER AND TECHNICAL
ACADEMY:
A GUIDANCE MANUAL**

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Acknowledgements

STEM literacy is an interdisciplinary area of study that bridges the four areas of science, technology, engineering, and mathematics. STEM literacy does not simply mean achieving literacy in these four strands or silos. Consequently, a STEM classroom shifts students away from learning discrete bits and pieces of phenomenon and rote procedures and toward investigating and questioning the interrelated facets of the world. (See “Building a Science, Technology, Engineering and Math Agenda” from the National Governors Association at <http://www.nga.org/Files/pdf/0702INNOVATIONSTEM.PDF>)

In order to establish a STEM focus in Virginia, the Department of Education (DOE) and the State Council for Higher Education in Virginia (SCHEV) embrace organizational practices that foster science, technology, engineering, and mathematics as an interdisciplinary area of study. Thus, the STEM support team members represent various positions throughout DOE and SCHEV.

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**Virginia Board of Education
Approved Process for Initiating a
Governor's Career and Technical
Academy**

Process for Initiating a Governor's Career and Technical Academy
Approved by the Virginia Board of Education
November 29, 2007

Developing and implementing the program and administrative arrangements for a Governor's Career and Technical Academy involves extensive planning and discussions among the participating partners. Additionally, the Academy proposal must be reviewed by the State Council of Higher Education for Virginia (SCHEV) and approved by the Board of Education. Partners should take this process into consideration when preparing a planning and implementation timeline. The process includes the following steps:

1. Governor's Career and Technical Academies must be partnerships of business and industry; public school divisions; and higher education institutions and may include local government, including workforce and economic development entities.
2. Partnerships desiring to implement a Governor's Career and Technical Academy shall provide the Department of Education with documentation of the following:
 - a. The existence of an active, ongoing Governor's Career and Technical Academy Planning Committee of superintendents or their designees from the participating school divisions and representatives from other partnering organizations. To the extent possible, these councils will come from existing regional industry advisory boards convened under the auspices of the regional workforce investment boards, community college workforce offices and Tech Prep/Career Pathways leadership teams convened by colleges and schools.
 - b. A statement that demonstrates the need/rationale for the Academy. This statement should be concise and state the important reasons to have a Governor's Career and Technical Academy that provides enhanced or additional offerings in science, technology, engineering, and mathematics (STEM), and career and technical education.
 - c. Identification of the fiscal agent, which must be a public entity.
 - d. A description of the proposed program, including site location, number of students, grade levels, and general curriculum design.
 - e. A written memorandum of agreement, among school divisions, local businesses, and postsecondary institutions, and any other partners. This agreement will suggest ways in which community resources will contribute to the Governor's Career and Technical Academy to broaden the scope of the students' educational experiences.
 - f. A statement of assurance that the Governor's Career and Technical Academy Planning Committee has reviewed provisions of the attached *Administrative*

Procedures Guide for the Establishment of Governor's Career and Technical Academies and agrees to follow the guidelines set forth in the document.

- g. A statement of assurance that, if applicable, an ongoing Governing Board will be established to reflect current Board of Education regulations relative to jointly operated schools and programs.
3. The Department of Education will review the proposal and documentation and forward the completed proposal to the State Council of Higher Education for Virginia (SCHEV).
4. Subject to approval of the process by the SCHEV Council, SCHEV will review the proposal to determine if it meets the criteria for a Governor's Career and Technical Academy, with particular focus on postsecondary components, and will make a report to the Council with a recommendation. The Council will vote to recommend or not recommend the proposal to the Board of Education.
5. The Department of Education will make a report to the Board of Education with a recommendation, noting SCHEV's recommendation in its report.
6. The Board of Education will approve or deny designation as a Governor's Career and Technical Academy.
7. At any point in the process, the applicant may withdraw its proposal from consideration and resubmit at a later time if desired.
8. The DOE, VCCS, and SCHEV will provide technical assistance to programs during the planning and implementation process as needed.

Administrative Procedures Guide for The Establishment of a Governor's Career and Technical Academy

ADMINISTRATIVE PROCEDURES GUIDE FOR THE ESTABLISHMENT OF A GOVERNOR'S CAREER AND TECHNICAL ACADEMY

I. Introduction

The Governor's Career and Technical Academies shall provide expanded options for the general population of students to acquire science, technology, engineering and mathematics (STEM) literacy and other critical knowledge, skills, and credentials that will prepare them for high-demand, high-wage, and high-skills careers in Virginia.

II. The Role of the Department of Education

The Department of Education will act as a resource for these programs, providing technical assistance related to program and curriculum design, instructional strategies, and evaluation.

III. Program Description

Each Governor's Career and Technical Academy planning committee shall develop cooperatively with local school divisions, business, community, and higher education partners and have available for review and dissemination, a program description that includes the following:

- A. Statement of program goals addressing the following criteria:
 - 1. Incorporate rigorous academic content with career and technical instruction;
 - 2. Have an emphasis on STEM career pathways;
 - 3. Develop individualized high school plans to ensure course selections that are aligned with students' transition and career goals after high school;
 - 4. Ensure that graduates complete a college and work readiness curriculum, minimally at the level specified for Commonwealth Scholars Course of Study (State Scholars Core) with the possibility of pre-approved substitution of equivalent courses where there may be more relevant course selections for a particular career pathway;
 - 5. Be designed (or later adapted) to ensure that graduates will qualify for the new Technical or Advanced Technical Diplomas to be developed by the Board of Education; and
 - 6. Incorporate Virginia's Workplace Readiness Skills.
- B. Statement of program objectives and performance measures to:
 - 1. Improve academic achievement of Academy students;
 - 2. Increase completion of dual enrollment courses;
 - 3. Provide workplace readiness experiences for students through strong partnerships with businesses;
 - 4. Increase high school graduation rates;
 - 5. Reduce dropout rates;

6. Increase enrollment and retention in postsecondary education;
 7. Increase the proportion of students completing a college and workplace ready curriculum in high school;
 8. Reduce the proportion of students requiring remediation in college;
 9. Increase the number of industry certifications awarded to high school students; and
 10. Increase the number of graduates employed in high-wage, high-demand and high-skill careers.
- C. Evidence of participation in the Governor's Exemplary Standards Award Program for Career and Technical Education.
- D. Program and course descriptions
1. At least two well-articulated career pathways must be included that meet the following criteria:
 - a. Each career pathway must include opportunities to earn industry credentials, postsecondary certificates, diplomas or associate degrees while in high school and pursue additional industry credentials and academic degrees at the associate, bachelors and graduate levels. These pathways may be in the same or different career clusters.
 - b. At least one career pathway must be in a field identified by a statewide authority or organization, such as the Virginia Economic Development Partnership or the Virginia Research and Technology Advisory Commission, as a strategic growth area for Virginia. Examples include biosciences, information technology, automotive technology and motor sports, as well as modeling and simulation and nanotechnology.
 - c. At least one career pathway must address regional and local workforce demand in a high-wage, high-skill field as identified by employers and workforce officials.
 - d. Of the two pathways described above, at least one must be in a STEM-related field. This career pathway should drive the innovative capacity of the region and/or the state.
 - e. Additional career pathways may address one of the areas described above, or an area identified by the partnership as an area of interest, growth, or expansion for students in the service area of the Academy.
 2. Academy graduates must achieve one or more of the following benchmarks:
 - a. Earn one or more industry certifications or state occupational licenses, and/or demonstrate competencies on an assessment instrument recognized by postsecondary institutions such as CLEP examinations, collaboratively designed or mutually approved end-of-course tests, college placement tests, or student portfolios reviewed by a team of college and high school faculty; or

- b. Earn at least 9 transferable college credits as defined in the Early College Scholars program (includes dual enrollment, Advanced Placement and other options); or
 - c. Earn an Associate Degree.
 - 3. Significant work-based experience must be included, such as:
 - a. Additional instruction or training beyond the classroom;
 - b. Cooperative Education;
 - c. Internships;
 - d. Job Shadowing;
 - e. Mentorships;
 - f. Project-based learning;
 - g. Service learning; or
 - h. A combination of the above.
- E. Length of program and daily schedule
 - 1. Governor's Career and Technical Academies will be defined by program content, not by the location or delivery system of courses. Courses may be delivered on a high school, technical center or community college campus, online, or in other innovative ways.
 - 2. Governor's Career and Technical Academies may be full day or part-day, academic-year programs.
- F. Assurance from the fiscal agent that operating funds and facilities are available to support the Governor's Career and Technical Academy and are adequate to meet the needs of the program.
- G. Materials and equipment to be provided to accomplish program goals and objectives.
- H. Evidence of an internal evaluation process to effect program improvement, including
 - 1. A review of the Academy's policies, procedures, and outcomes;
 - 2. A review of the program design and instructional delivery;
 - 3. Consideration of feedback from students, staff, parents, the community, and partnership members; and
 - 4. Annual collection and reporting of data to the Department of Education related to student achievement, goal achievement, and other indicators.

IV. Administrative Procedures

Each regional Governor's Career and Technical Academy will maintain procedures developed cooperatively with participating partners that address the following topics:

- A. Partnerships - The role of business and industry, public school divisions, and postsecondary institutions in the partnership. The role of workforce and

economic development entities should also be included if they are among the partners.

- B. Student recruitment, selection criteria, and admissions.
- C. Code of student conduct and attendance.
- D. Transportation provided by the school division or consortium that is in compliance with all applicable federal and state regulations.
- E. Staff recruitment, selection, and assignment - The Governor's Career and Technical Academy shall hire personnel who meet the Virginia teacher licensure requirements and/or postsecondary faculty qualifications. Where applicable, they must have industry-specific education with training and experience, including industry certification.
- F. Staff development - The program will provide appropriate staff training in addition to staff planning time.
- G. Staff evaluation – Staff will be evaluated according to the human resources policies of the agency or institution employing Academy personnel.
- H. Parent, student and community involvement
 - 1. Preparation for entering the Academies should begin by eighth grade.
 - 2. Students, parents, teachers, and counselors should work collaboratively to:
 - a. Complete career interest inventories;
 - b. Prepare academic and career plans outlining an intended course of study in high school;
 - c. Review multiple postsecondary pathways and the steps required to pursue them;
 - d. Participate in career assessments to identify areas students should strengthen to qualify for their selected pathways; and
 - e. Discuss available diplomas, seals, and other recognitions, as well as the requirements for admission to specialized programs including Governor's Academies.
- I. Documentation that insurance and other fiscal information will be provided.

V. Evaluation

The Department of Education may conduct a periodic evaluation of each Governor's Career and Technical Academy.

Technical Assistance Information

TECHNICAL ASSISTANCE INFORMATION

I. Background

The Governor's Career and Technical Academies are intended to expand options for the general population of students to acquire STEM literacy and other critical knowledge, skills, and credentials that will prepare them for high-demand, high-wage and high-skill careers in Virginia. They must be developed and supported by partnerships consisting of public school divisions, postsecondary institutions, government, business and industry, and other appropriate entities.

These academies are the contextual learning complement to Virginia's successful Governor's School program. Governor's Career and Technical Academies offer career pathways addressing both immediate regional skill gaps and longer-term STEM-related strategic skill gaps identified by the state, through high standards, recognition, acceleration options and industry and higher education partnerships.

In 2007, Virginia received a \$500,000 grant from the National Governors Association Center for Best Practices (NGA Center) to improve science, technology, engineering and mathematics (STEM) education. The STEM center grants were awarded as part of 2006-2007 NGA Chair Arizona Governor Janet Napolitano's Innovation America initiative. The NGA grant, along with state matching funds, provided the basis to assist six partnerships in establishing among the first Governor's Career and Technical Academies in Virginia.

NGA grant funding is not a prerequisite for partnerships to submit a proposal to the Virginia Board of Education for consideration as a Governor's Career and Technical Academy. Any partnerships that meet the criteria approved by the Board and outlined in this document are eligible to submit a proposal to the Board.

II. Purpose

The Governor's Career and Technical Academies expand options for the general population of students to acquire STEM literacy and other critical knowledge, skills and credentials to prepare them for high-demand, high-skill and high-wage careers in Virginia and in the world. Governor's Career and Technical Academies may be new centers or existing centers in which standards are raised and efforts are refocused to advance Virginia's STEM agenda. Partnerships among school divisions, industry, higher education and regional workforce officials are integral to the Academy model.

III. Eligibility

Governor's Career and Technical Academies must be partnerships of business and industry; public school divisions; and higher education institutions; and may include local government, including workforce and economic development entities. All partners must be confirmed and active in order for a partnership to be eligible to submit a proposal to develop an Academy. In some cases Academies may be Joint Schools as provided for in the *Code of Virginia*, and will include representation from multiple school divisions within a region on the governing board. The fiscal agent for the project must be a public entity. To qualify as a Governor's Career and Technical Academy, providers will be required to have an advisory committee including those listed in partnerships.

Academies must meet criteria established by the Virginia Board of Education for Governor's Career and Technical Academies. Approved Governor's Career and Technical Academies must also agree to participate in the Governor's Exemplary Standards Award Program for Career and Technical Education administered by the Virginia Career Education Foundation (VCEF). This program requires a local/regional industry-led team to validate that a program has met the rigorous criteria for the awards, before the program can apply to the VCEF for this designation.

Developing and implementing the program and administrative arrangements for a Governor's Career and Technical Academy involves extensive planning and discussions among the participating partners. Additionally, the Academy proposal must be reviewed by the State Council of Higher Education for Virginia (SCHEV) and approved by the Board of Education. Partners should take this process into consideration when preparing a planning and implementation timeline. Five copies of the proposal should be submitted at least six months prior to the anticipated opening date of a proposed academy.

IV. Assistance

The DOE, VSSC, and SCHEV will provide technical assistance to programs during the planning and implementation process as needed. For questions or additional assistance, contact:

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Virginia Department of Education's Proposal Review Checklist

**Virginia Department of Education
Governor's Career and Technical Academy
Proposal Review Checklist**

I. Partnership Capacity

Partnerships desiring to implement a Governor's Career and Technical Academy shall provide the Department of Education with evidence of the following:

Criteria	Documentation			Comments
	Full	Partial	None	
A. An active, ongoing planning committee, including a list of members and signed certifications from each that they are willing and able to serve in that capacity. At a minimum, members must represent K-12 education (superintendent or designee), higher education, and business and industry. All partners must be represented on the committee.				
B. An advisory committee, including a list of members and signed certifications from each that they are willing and able to serve in that capacity.				
C. A written memorandum of agreement among school divisions, local businesses, postsecondary institutions, and any other partners that outlines ways in which community resources will contribute to the Governor's Career and Technical Academy to broaden the scope of students' educational experiences.				

Criteria	Documentation			Comments
	Full	Partial	None	
D. A statement of assurances that the Governor's Career and Technical Academy Planning Committee has reviewed provisions of <i>Administrative Procedures Guide for the Establishment of Governor's Career and Technical Academies</i> and agrees to follow the guidelines set forth in the document (see appendix).				
E. A statement of assurances that, if applicable, an ongoing Governing Board will be established to reflect current Board of Education regulations relative to jointly operated schools and programs (see appendix).				
Comments:				

II. Need/Rationale for the Academy

Partnerships desiring to implement a Governor's Career and Technical Academy shall provide the Department of Education with evidence of the following:

Criteria	Documentation			Comments
	Full	Partial	None	
A. Demonstration of the need/rationale for the Academy. This statement should be concise and state the major reasons to have a Governor's Career and Technical Academy, including need at the state, local and/or regional levels.				
B. A description of the enhanced or additional offerings in science, technology, engineering, mathematics (STEM) as well as in career and technical education that will meet the need described above.				

Criteria	Documentation			Comments
	Full	Partial	None	
C. A fiscal agent that is a public entity, including a certification that the entity is willing and able to serve in that capacity.				
Comments:				

III. Program Description

Each Governor’s Career and Technical Academy planning committee shall develop cooperatively with local school divisions, business, community, and higher education partners and have available for review and dissemination, a program description that includes:

A. A statement of program goals addressing the following criteria:

Criteria	Documentation			Comments
	Full	Partial	None	
1. Rigorous academic content with career and technical instruction;				
2. An emphasis on STEM career pathways;				
3. Individualized high school plans to ensure course selections that are aligned with students’ transition and career goals after high school;				
4. Evidence that graduates will complete a college and work readiness curriculum, minimally at the level specified for Commonwealth Scholars Course of Study (State Scholars Core) with the possibility of pre-approved substitution of equivalent courses where there may be more relevant course selections for a particular career pathway;				

Criteria	Documentation			Comments
	Full	Partial	None	
5. Evidence that graduates will qualify for the Technical and/or the Advanced Technical Diplomas; and				
6. Incorporation of Virginia's Workplace Readiness Skills.				
Comments:				

B. A statement of program objectives and performance measures to:

Criteria	Documentation			Comments
	Full	Partial	None	
1. Improve academic achievement of Academy students;				
2. Increase completion of dual enrollment courses;				
3. Provide workplace readiness experiences for students through strong partnerships with businesses;				
4. Increase high school graduation rates;				
5. Reduce dropout rates;				
6. Increase enrollment and retention in postsecondary education;				
7. Increase the proportion of students completing a college and workplace ready curriculum in high school;				
8. Reduce the proportion of students requiring remediation in college;				
9. Increase the number of industry certifications awarded to high school students; and				

Criteria	Documentation			Comments
	Full	Partial	None	
10. Increase the number of graduates employed in high-wage, high-demand and high-skill careers.				
Comments:				

C. A brief description of the proposed program, including:

Criteria	Documentation			Comments
	Full	Partial	None	
1. Site location;				
2. Number of students to be served;				
3. Grade levels;				
4. General curriculum design;				
5. List of courses to be delivered;				
6. Description of how/where the courses will be delivered. Courses may be delivered on a high school, technical center or community college campus, online, or in other innovative ways; and				
7. Designation of full-day or part-day, academic-year program.				
Comments:				

D. Evidence of participation in the Governor's Exemplary Standards Award Program for Career and Technical Education

	Documentation			Comments
	Full	Partial	None	
Comments:				

E. Program and course descriptions

E.1. At least two well-articulated career pathways must be included that meet the following criteria:

Criteria	Documentation			Comments
	Full	Partial	None	
Pathway #1				
a. Must include opportunities to earn industry credentials, postsecondary certificates, diplomas or associate degrees while in high school and pursue additional industry credentials and academic degrees at the associate, bachelors and graduate levels. These pathways may be in the same or different career clusters.				
b. Must be in a field identified by a statewide authority or organization, such as the Virginia Economic Development Partnership or the Virginia Research and Technology Advisory Commission, as a strategic growth area for Virginia. Examples include biosciences, information technology, automotive technology and motor sports, as well as modeling and simulation and nanotechnology or				
c. Must address regional and local workforce demand in a high-				

Criteria	Documentation			Comments
	Full	Partial	None	
wage, high-skill field as identified by employers and workforce officials.				
d. At least one pathway must be in a STEM-related field. This career pathway should drive the innovative capacity of the region and/or state.				
Comments:				

Criteria	Documentation			Comments
	Full	Partial	None	
Pathway #2				
a. Each career pathway must include opportunities to earn industry credentials, postsecondary certificates, diplomas or associate degrees while in high school and pursue additional industry credentials and academic degrees at the associate, bachelors and graduate levels. These pathways may be in the same or different career clusters.				
b. Must be in a field identified by a statewide authority or organization, such as the Virginia Economic Development Partnership or the Virginia Research and Technology Advisory Commission, as a strategic growth area for Virginia. Examples include biosciences, information technology, automotive technology and motor sports, as well as modeling and simulation and nanotechnology, <u>or</u>				

Criteria	Documentation			Comments
	Full	Partial	None	
c. Must address regional and local workforce demand in a high-wage, high-skill field as identified by employers and workforce officials.				
d. Of the two pathways described, at least one must be in a STEM-related field. This career pathway should drive the innovative capacity of the region and/or the state.				
e. Additional career pathways may address one of the areas described above, or an area identified by the partnership as an area of interest, growth, or expansion for students in the service area of the Academy.				
Comments:				

E.2 List of all requirements for successful program completion.

	Documentation			Comments
	Full	Partial	None	
Comments:				

E.3 Academy graduates must achieve one or more of the following benchmarks:

Criteria	Documentation			Comments
	Full	Partial	None	
a. Earn one or more industry certifications or state occupational licenses, and/or demonstrate competencies on an assessment instrument recognized by postsecondary institutions such as CLEP examinations, collaboratively designed or mutually approved end-of-course tests, college placement tests, or student portfolios reviewed by a team of college and high school faculty; <u>or</u>				
b. Earn at least 9 transferable college credits as defined in the Early College Scholars program (includes dual enrollment, AP and other options); <u>or</u>				
c. Earn an Associate Degree.				
Comments:				

E.4 Significant work-based experience must be included representing additional instruction or training beyond the classroom such as:

Criteria	Documentation			Comments
	Full	Partial	None	
a. Cooperative Education; or				
b. Internships; or				
c. Job Shadowing; or				
d. Mentorships; or				
e. Project-based learning; or				
f. Service learning; or				
g. A combination of the above.				
Comments:				

F. Length of program and daily schedule: Governor's Career and Technical Academies are defined by program content, not by the location or delivery system of courses. Evidence of the following must be submitted:

Criteria	Documentation			Comments
	Full	Partial	None	
Designation of full-day or part-day, academic-year program.				
Comments:				

G. Assurance from the fiscal agent that operating funds and facilities are available to support the Governor’s Career and Technical Academy and are adequate to meet the needs of the program

	Documentation			Comments
	Full	Partial	None	
Comments:				

H. Materials and equipment to be provided to accomplish program goals and objectives.

	Documentation			Comments
	Full	Partial	None	
Comments:				

I. Evidence of an internal evaluation process to effect program improvement, including:

Criteria	Documentation			Comments
	Full	Partial	None	
1. A review of the Academy’s policies, procedures, and outcomes;				
2. A review of the program design and instructional delivery;				
3. Consideration of feedback from students, staff, parents, the community, and partnership members; and				
4. Annual collection and reporting of data to the Department of Education related to student achievement, goal achievement, and other indicators.				
Comments:				

IV. Administrative Procedures

Each Governor's Career and Technical Academy must develop and maintain procedures developed cooperatively with participating partners. There should be evidence of procedures in the four areas that follow.

A. Partnerships - The role of business and industry, public school divisions, and postsecondary institutions in the partnership. The role of workforce and economic development entities should also be included if they are among the partners.

	Documentation			Comments
	Full	Partial	None	
Comments:				

B. Student recruitment, selection criteria, and admissions.

	Documentation			Comments
	Full	Partial	None	
Comments:				

C. Code of student conduct and attendance.

	Documentation			Comments
	Full	Partial	None	
Comments:				

D. Transportation provided by the school division or consortium that is in compliance with all applicable federal and state regulations.

	Documentation			Comments
	Full	Partial	None	
Comments:				

E. Staff recruitment, selection, and assignment - The Governor's Career and Technical Academy shall hire staff members who meet the Virginia teacher licensure requirements and/or postsecondary faculty qualifications. Where applicable, they must have industry-specific education with training and experience, including industry certification.

	Documentation			Comments
	Full	Partial	None	
Comments:				

F. Staff development - The program will provide appropriate staff training in addition to staff planning time.

	Documentation			Comments
	Full	Partial	None	
Comments:				

G. Staff evaluation – Staff will be evaluated according to the human resources policies of the agency or institution employing Academy personnel.

	Documentation			Comments
	Full	Partial	None	
Comments:				

H. Parent, student and community involvement

Criteria	Documentation			Comments
	Full	Partial	None	
1. Preparation for entering the Academies should begin by eighth grade.				
2. Students, parents, teachers, and counselors should work collaboratively to:				
a. Complete career interest inventories;				
b. Prepare academic and career plans outlining an intended course of study in high school;				
c. Review multiple postsecondary pathways and the steps required to pursue them;				
d. Participate in career assessments to identify areas students should strengthen to qualify for their selected pathways; and				
e. Discuss available diplomas, seals, and other recognitions including admission to specialized programs such as Governor's Academies.				

V. Documentation of insurance, budget, and other fiscal information

	Documentation			Comments
	Full	Partial	None	
Insurance				
Budget (from appendix)				
Budget Narrative				
Other				
Comments:				

**State Council for Higher Education's
Governor's Career and Technical
Academies:
Postsecondary Checklist**

State Council of Higher Education for Virginia

The State Council of Higher Education (SCHEV) has been asked by the Board of Education to participate in the approval process for new Career and Technical Academies. The SCHEV review will focus on postsecondary and business/industry partnerships of the proposed academy. In conducting its review, SCHEV staff will utilize criteria from the *Governor's Career and Technical Academies Postsecondary Curriculum Review Checklist*, and forward its recommendation to the Council for approval or disapproval, with the proviso that approval may be conferred by the Council's Executive Committee, or by the Executive Director, if necessary to meet Board of Education deadlines. SCHEV approval or disapproval will be incorporated into the Department of Education's final review and recommendation to the Board of Education.

For additional information about SCHEV approval, contact:

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State Council of Higher Education for Virginia

Governor's Career and Technical Academies Postsecondary Curriculum Review Guidelines

Academy Name	Collaborating Partners	Total Funds Requested	Allocated Funds for Postsecondary Component

Category 1: Postsecondary Accreditation and Approvals	Comments
1. Postsecondary institution is appropriately accredited	
2. Proposed postsecondary program has specialized accreditation, if applicable	
3. Proposed postsecondary program is SCHEV and/or VCCS approved	
4. Proposed postsecondary program will be seeking SCHEV and /or VCCS approval	

Category 2: Governor's Career and Technical Academy Requirements	Comments
1. Evidence of a partnership with a postsecondary institution, business, or industry, and demonstrated roles for each entity	
2. Offers at least one career pathway in a field identified by a statewide authority or organization as a strategic growth area for Virginia	
3. Offers at least one career pathway addressing regional and local workforce demand in a high-wage, high skill field identified by employers and workforce officials	
4. At least one of the two career pathways is in a STEM-related field	

Category 3: Postsecondary/Business Component Requirements	Comments
1. Provides opportunities for students to earn industry credentials or state licensure, associate or baccalaureate degrees, and college credit for work-based experiences	
2. Articulates with baccalaureate programs or to higher levels of training or professional credentialing	
3. Demonstrates P-16 integration including curriculum development with high school, college, and university faculty (desired)	
4. Includes college faculty as adjunct faculty of the academy (desired)	
5. Provides opportunities for students to participate in work-based experiences	

Category 4: Academic Quality	Comments
1. Requires appropriate postsecondary faculty qualifications	
2. Requires faculty to hold industry certification, where necessary	
3. Planned professional development for faculty and administrators	
4. Planned systematic program and learning outcomes assessment	

Category 5: Administration and Funding	Comments
1. Funding is sufficient to support effective administrative and operational needs including materials, administrative	
2. Funding is sufficient to sustain faculty salaries, curriculum development costs, and instructional materials and delivery	
3. Facilities possess the necessary physical attributes to deliver the instructional program (classroom space, technology, labs, equipment)	

Appendices

Governor's Career and Technical Academy

STATEMENT OF ASSURANCES

The authorized signature on this page certifies to the Virginia Department of Education that the authorized official assures that:

1. The planning committee has reviewed the provisions of *Administrative Procedures Guide for the Establishment of Governor's Career and Technical Academies* outlined in the Guidance Manual, and understands that an implementation proposal will need to address these criteria and/or others approved by the Virginia Board of Education.
2. The planning committee agrees to follow the guidelines set forth in the *Administrative Procedures for the Establishment of Governor's Career and Technical Academies* document.
3. If the Governor's Career and Technical Academy will be a jointly operated program, an ongoing governing board will be established or maintained to reflect current Board of Education regulations relative to jointly operated schools and programs.
4. A public, government entity will serve as the grant fiscal agent.

Certification by Authorized or Institutional Official:

The applicant certifies that to the best of his/her knowledge the information in this application is correct, that the filing of this application is duly authorized by the partners participating in this process to establish a Governor's Career and Technical Academy, and that the applicant will comply with the statement of assurances.

Typed or Printed Name of Authorized Official

Title

Signature of Authorized Official

Date

GOVERNOR'S CAREER AND TECHNICAL ACADEMY

BUDGET

A. Direct Costs	TOTAL			
	State Funds	Perkins Funds	Other Funds (Local or grant funds to be described in Budget Narrative)	In-Kind
1. Personnel---1000				
2. Employee Benefits---2000				
3. Purchased/Contractual Services---3000				
4. Internal Services---4000				
5. Staff Development---5000				
6. Summer Component Activities---5000				
7. Travel---5000				
8. Contractual Services---5000				
9. Materials and Supplies---6000				
10. Equipment---8000				
11. Facilities---8000				
B. Indirect Costs				
Total				

*If recovering indirect costs, the rate must not exceed the federally approved indirect cost rate of the fiscal agent.